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ABSTRACT

Cosumnes River College's (California) 2000 strategic plan describes a shared vision for the college's future and is intended to assist the college community in the dynamic process of responding to changes in student needs, educational policy, technology, and regional demographics. This plan is designed to guide decision making and to identify key directions for achieving the college's visions. The plan will be implemented through a series of action plans developed by the college's instructional and student service areas, shared government committees and college administrative offices. The action plans will link the college's overall directions and the activities of the departments and units that carry out the institution's mission. The unit action plans will be updated frequently to respond to changing needs. The framework for the strategic plan is as follows: (1) introduction; (2) the college's purpose and mission statements, which set the overall direction for the institution; (3) the goals and objectives of the strategic plan highlight the results and outcomes that all colleges in the Los Rios District are committed to achieving; (4) the plan's strategies describe major initiatives aimed at ensuring that the college will continue to promote increasing levels of success for its students; (5) the college's plan for implementing the plan; and (6) the integrated process for updating the plan. (VWC)

Cosumnes River College Strategic Plan

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INTRODUCTION

Cosumnes River College serves the Sacramento region as part of the Los Rios Community College District. Established in 1970, the College offers educational programs and services for students planning to transfer to four-year colleges, prepare for specific careers, or upgrade their skills. The College is also a community resource, supporting the region's economic development through its workforce -training and life-long learning programs. Located in South Sacramento, the College serves students from Elk Grove, as well as the greater Sacramento area.

In 2000, the College conducted a participatory process to develop a strategic plan. Students, staff, faculty, and administrators met in planning meetings and retreats to develop strategies capitalizing on the key issues and opportunities facing the institution. College planners also met with representatives of other educational providers, area businesses, and community agencies to identify opportunities for collaboration. The planning process was organized around the framework of goals and outcomes developed in the Los Rios District's 1997 strategic planning process.

Strategic Plan Purpose

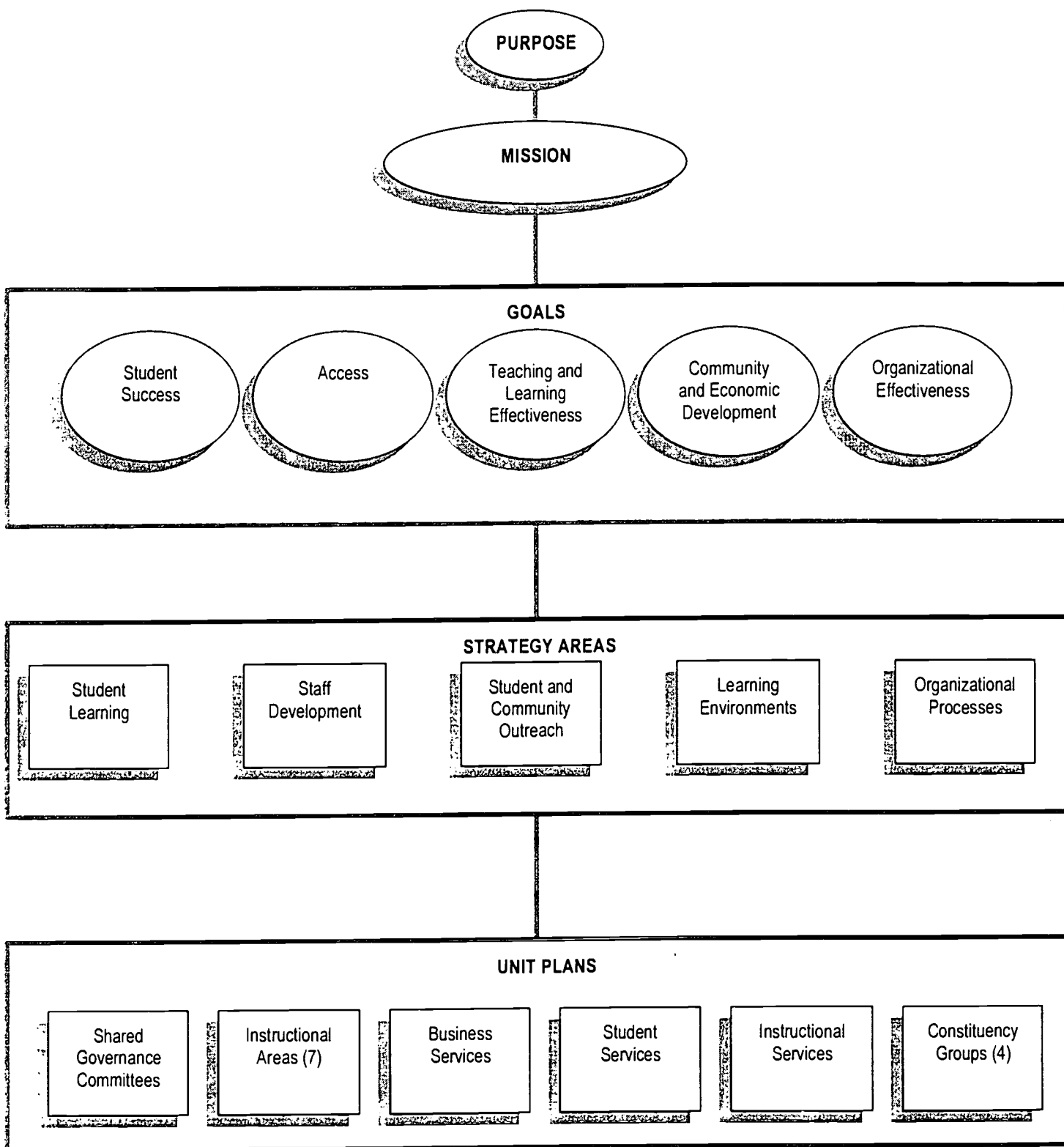
The plan describes a shared vision for the College's future and will assist the College community in the dynamic process of responding to changes in student needs, educational policy, technology, and regional demographics. The plan is intended to guide decisionmaking and to identify key directions for achieving the College's visions.

The framework for the strategic plan is presented graphically on the following page. The College *purpose* and *mission* statements set the overall direction for the institution. The *goals* of the strategic plan highlight the results and outcomes that all colleges in the Los Rios District are committed to achieving. The plan's *strategies* describe major initiatives aimed at ensuring that the College will continue to promote increasing levels of success for its students.

Plan Implementation

The strategic plan will be implemented through a series of action plans developed by the College's instructional and student service areas, shared government committees and college administrative offices. The action plans will link the College's overall directions with the activities of the departments and units that carry out the institution's mission. The unit action plans will be updated frequently to respond to changing needs.

DRAFT STRATEGIC PLAN FRAMEWORK



Organization of the Plan

Following this introduction, Section II presents the purpose and mission statements of the College. Section III presents the College's goals and objectives, while Section IV presents the strategies the institution will pursue to achieve these goals. Section V describes the College's plan for implementing the plan, and Section VI presents an integrated process for updating the plan.

II. PURPOSE AND MISSION

Community colleges play a crucial and diverse role within California's educational system, providing access to higher education for a significant segment of the state's residents. At community colleges, students can complete the first two years of baccalaureate education, prepare for careers and vocations, upgrade job skills, and engage in life-long learning. The colleges also provide workforce training for their communities.

Cosumnes River College's *Purpose Statement* translates this overall charge into the values and principles that guide the College's delivery of programs and services to the Sacramento community:

Purpose

We are a learning organization; we value and focus on students. We envision a holistic teaching/learning environment for our students and ourselves, with a full range of support services, curriculum integration and staff development opportunities. We value the opportunity for all members of our learning communities to grow to their maximum potential and contribute to the well-being of our organization and of the larger society. We believe in the value of internal and external accountability, to determine whether our programs and services are having the desired outcomes, and how to continuously improve them.

The College's *Mission Statement* delineates the core programs and services it offers:

Mission

Our primary mission includes transfer, general and occupational education, so that our students are well-equipped for success in higher education, employment and citizenship skills.

III. GOALS AND OBJECTIVES

The Los Rios Community College District has five strategic goals describing the key results its member colleges are committed to achieving:

- Student Success
- Access
- Teaching and Learning Effectiveness¹
- Community and Economic Development
- Organizational Effectiveness

The Cosumnes River College strategic plan is organized around these goals as the desired outcomes of the College. The section presents the objectives Cosumnes River College developed in 2000 to address each districtwide goal. The objectives reflect the unique trends and needs identified during the College's scan of its internal and external environments. The objectives link the specific circumstances and opportunities of the College to the overarching districtwide framework. They also establish a measurable framework of success that complements the success measures developed in the districtwide plan.

The goals and objectives of the plan will provide guidance to people throughout the college as they develop new initiatives and proposals. The potential to improve these outcomes will be a key criterion. New proposals will also continue to be reviewed against the college's existing resource allocation protocols for budget, facilities, staffing, and other decisions.

The goals and objectives provide a balanced picture of success in describing both the end results that college seeks to achieve—especially student success and community and economic development—and the factors contributing to the achievement of these results, such as access and organizational effectiveness. Also, the goal framework includes both quantitative and qualitative factors, for example, number of transfers to senior institutions and students' evaluation of their experiences.

¹ Participants in the Cosumnes planning process modified the district-wide goal for the purposes of the college plan to emphasize teaching and learning *effectiveness*, as opposed to innovation.

STUDENT SUCCESS

Districtwide Goal

Our primary goal is to promote student success. This success is reflected in students' performance at our colleges as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Los Rios, such as critical thinking and the ability and desire to engage in life-long learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world. In addition, it is reflected in the students' level of satisfaction with their college experience.

Cosumnes River College Objectives

- S1 Ensure success on all collegewide measures recognizing the unique needs, goals, and circumstances of each student:
- Units attempted/completed
 - Course success/average GPA
 - Persistence
 - Transfer
 - Completion (degrees, certificates)
 - Employment earnings
- S2 Improve course success in basic skills and in courses with low success rates that are required for progress within a course of study.
- S3 Improve students' satisfaction with their educational experience (e.g., instructional effectiveness) and with college processes and services.
- S4 Ensure effective and efficient matriculation, counseling, and financial aid processes to maximize factors leading to student success, for example:
- Adequate economic support (e.g., grants) for low-income students
 - Alignment between student preparation level and course level
- S5 Improve success in achieving student-defined goals (e.g., job enhancements, transfer, degree/certificate, enrichment, other)

ACCESS

Districtwide Goal

As a community-based institution, the district and its member colleges strive to be responsive to the many constituencies of the Greater Sacramento region. Our comprehensive support services assure access by reducing or eliminating significant barriers and by promoting diversity, so students from a wide variety of backgrounds have an equal chance to achieve their educational goals. The district also supports access by promoting its programs and services throughout the community.

Cosumnes River College Objectives

- A1 Increase enrollment at CRC of the potential student base from all socio-economic and cultural groups to ensure CRC reflects the community.
- A2 Provide a variety of delivery modes matching demand (time of day, day of week, duration of course, location, in-person vs. distance).
- A3 Provide facilities that promote the effective learning of all students, including:
 - Improve accessibility for people with disabilities;
 - Appropriate classrooms for adult learners; and
 - Facilities that support traditional and alternative learning formats.
- A4 Maintain flexible and up-to-date instructional and information technologies (IT).
- A5 Ensure adequate staffing to meet the demand for services.

TEACHING AND LEARNING EFFECTIVENESS

Districtwide Goal

We aim to provide the highest quality instructional programs in transfer, vocational and general education, using the best of current or emerging instructional methods and technologies. The district promotes flexible teaching and learning methods to support the success of its diverse student population.

Cosumnes River College Objectives

- L1 Provide effective instruction and services both within and outside the traditional classroom. Establish an institutional environment and systems that reward and support effective pedagogical methods and course content, including innovative pedagogical methods and course content; and traditional pedagogical methods and effective delivery of traditional course content.
- L2 Promote collegiality within and across disciplines and classifications.

COMMUNITY AND ECONOMIC DEVELOPMENT

Districtwide Goal

We seek to promote the health and economic vitality of the region. As a community resource, the district and its colleges contribute to community life through partnerships, staff involvement in civic affairs, and programs that are open to the public. The district and colleges also support economic development through their occupational programs and their partnerships with businesses and industry.

Cosumnes River College Objectives

- C1 Increase high-quality partnerships with local businesses, organizations, educational institutions, and the community.
- C2 Make CRC a community hub for educational and cultural events.
- C3 Increase CRC's positive image in the community and its reputation as a community and educational resource.
- C4 Prepare a workforce that can attract and promote successful regional economic development.

ORGANIZATIONAL EFFECTIVENESS

Districtwide Goal

Our organizational processes play an important role in supporting student success. Los Rios will continually improve its processes for research, planning, budgeting, communication, and operations.

Cosumnes River College Objectives

- O1 Promote and sustain a dynamic culture of achievement, engagement, and problem-solving.
- O2 Establish effective processes for ongoing strategic planning processes that integrate and link program review, curriculum development and budgeting.
- O3 Ensure high-quality communication and widespread participation in organizational decision-making.
- O4 Establish, standardize and communicate efficient operational processes.

STRATEGIES

The College's strategies are initiatives that will enable the College to better fulfill its mission and achieve its strategic objectives. The strategies are grouped into the following strategy areas:

- Student Learning
- Staff Development
- Student and Community Outreach
- Learning Environments
- Organizational Processes

The strategies collectively support achievement of all of the districtwide goals. For example, the staff development strategies will help CRC achieve the goals *Student Success, Access, Teaching and Learning Effectiveness*, etc. The strategies have a cross-cutting relationship to the goals. Therefore there is not necessarily a one-to-one relationship between the goals and the strategies.

The strategies have been identified as either "collegewide" or "unit -level". *Collegewide strategies* will require a coordinated effort across the college according to a common framework. For such strategies, administrators and shared governance committees will develop an overall action plan framework. In addition, some individual units may choose to develop action plans for these strategies. The result will be a coordinated action plan, which will be implemented by various units and offices. *Unit-Level Strategies* can be implemented directly at the unit level.

Strategy Summary Table

STRATEGY AREA	Strategy
<i>Student Learning</i>	SL1 (C) Academic Toolkit
	SL2 (C) Community Building
	SL3 (C) Student Information and Feedback Systems
	SL4 (C) Expectations of Incoming Students
	SL5 (C) Educational Master Plan
	SL6 (C) Student and Learning Support Services Master Plan
	SL7 (C) Responsive Course Development
	SL8 (C) Enhance Tutoring
	SL9 (U) Responsive Educational Modes and Means
	SL10 (U) Expand MESA Approach
	SL11 (U) Cross District Sharing of Ideas
	SL12 (U) Feedback to Students
	SL13 (U) Interdisciplinary Sharing
	SL14 (U) Targeted Courses
<i>Staff Development</i>	SD1 (C) Institutional Plan
	SD2 (C) Orientation for New Staff
	SD3 (C) Adequate and Flexible Staffing
	SD4 (C) Career Plans
	SD5 (C) Internships for Future Staff
	SD6 (U) Morale
	SD7 (U) Student-Staff-Faculty Interaction
	SD8 (U) Staff Recognition
LEGEND	
	(C) Collegewide Strategies
	(U) Unit-Level Strategies

STRATEGY AREA	Strategy	
<i>Student and Community Outreach</i>	SC1 (C)	Targeted Multimedia Presentations
	SC2 (C)	Achievements
	SC3 (C)	High School Outreach
	SC4 (C)	Presence in Diverse Communities
	SC5 (C)	Business/Agency Partnerships
	SC6 (C)	Educational Partnerships
	SC7 (C)	External Resources
<i>Learning Environments</i>	LE1 (C)	Adequate Instructional Technology
	LE2 (C)	Facilities Master Plan
	LE3 (C)	Distance Learning
	LE4 (C)	Transportation to Campus
<i>Organizational Processes</i>	OP1 (C)	Ongoing Planning Process
	OP2 (C)	Program Review
	OP3 (C)	Process Improvement
	OP4 (C)	Electronic Forums
	OP5 (C)	Internal Communications
	OP6 (C)	Integrate Student Services/ Instruction

OP7 (C)	Shared Governance
OP8 (U)	Culture of Trust, Respect, Engagement, Problem Solving

<i>LEGEND</i>	(C)	<i>Collegewide Strategies</i>
	(U)	<i>Unit-Level Strategies</i>

STUDENT LEARNING

At the core of the college's strategic plan are initiatives aimed at enhancing student learning. The student learning strategy area includes projects that will provide students the tools they need to succeed, including an 'academic toolkit' and a self-assessment program to align expectations to the realities of college life. The strategy area also includes efforts to enhance the responsiveness of courses and pedagogical techniques. Other core strategies include expanding opportunities for peer support and bolstering the data systems that support student success. This strategy area also outlines master planning efforts for the college's educational programs and student services. This section provides the detailed descriptions of the following student learning strategies:

Collegewide Strategies

- SL1 Academic Toolkit
- SL2 Community Building
- SL3 Student Information and Feedback System
- SL4 Expectations Of Incoming Students
- SL5 Educational Master Plan
- SL6 Student and Learning Support Services Master Plan
- SL7 Responsive Course Development
- SL8 Enhance Tutoring

Unit-Level Strategies

- SL9 Responsive Educational Modes And Means
- SL10 Expand MESA Approach
- SL11 Cross District Sharing Of Ideas
- SL12 Feedback to Students
- SL13 Interdisciplinary Sharing
- SL14 Targeted Courses

COLLEGEWIDE STRATEGIES

A designated college unit will develop an action plan for implementing the following strategies. The collegewide action plans will provide a framework for coordinating the roles of other units involved in implementing the strategy.

SL1 *Provide Students with an Academic Toolkit*—Provide a range of opportunities and methods for students to develop the information, tools and skills they need to succeed at CRC. This will cover survival skills such as time management, study skills, and problem-solving. Options for developing these competencies in students include classroom instruction, self-paced modular instruction, web-based approaches, group-learning approaches, etc.

SL2 *Build a Sense of College Community*—Develop a sense of community at CRC as a support for learning success. This is linked with Strategy SL10—expanding the MESA approach—which provides a sense of community and focus around a disciplinary cluster. Placing priority on efforts to build the college's sense of community is premised on the belief that a positive sense of social engagement, when appropriately integrated with academic activities, will yield higher levels of student success. A variety of approaches are possible, including:

- Increasing efforts to recognize and celebrate the contributions of students, especially student assistants.
- Providing opportunities for student and staff involvement, such as a "college hour" held periodically for events.
- Providing convenient access to all student services.

SL3 *Create a Consistent Student Information and Feedback System*—CRC will enhance its capacity to understand its students' needs and the factors contributing to student success. Key elements of a student information/feedback system include:

SL3.1 **ACADEMIC OUTCOMES DATA:** Enhance CRC's research agenda to add academic research to supplement the existing agenda of policy-driven research. This will focus research on identifying problem areas and success drivers (i.e., program, course design, and pedagogical factors that contribute to student success). A goal of this approach will be to provide instructional staff the information necessary for generating solutions.

SL3.2 **SUPPORT NEEDS:** Investigate unmet student needs for support services that will enable student success, e.g., child care and transportation.

SL3.3 PROCESSES: Identify common problems students are having with their educational experience, using a process outside the formal evaluation system. Use a process that yields reliable information that is specific enough to facilitate the development of process improvements (e.g., a combination of survey and focus group approaches). This will focus on general issues and processes, not individual instructors, with the goal of identifying areas where improvements will enhance student success for a large number of students. This issue-identification process must be integrated with a system for developing and implementing remedial actions. The survey aspect of this effort will support the measurement of student success objectives regarding 1) learning experience, and 2) student goal achievement.

SL4 *Encourage Appropriate Expectations for Incoming Students*—Help students to accurately assess (1) themselves: their academic preparedness, their goals, their competencies, and their aptitudes; and (2) the world: the requirements of possible courses of study and of possible careers. (I.e., ensure a holistic approach to assessment.) Unrealistic expectations can result in bad experiences, frustration, or overly drawn out “time -to-degree”. Specific options for action include:

- Enhancing matriculation, assessment and counseling processes.
- Creating a welcome week before classes covering orientation and financial aid, possibly offered as a 1/2-unit course.
- Creating office hours for CRC faculty at high schools for tutoring, career planning, college advising of potential CRC students.
- Creating a high school tutoring program.
- Focusing outreach on feeder high schools with the greatest need (e.g., Valley High School, Florin High School, Burbank High School).

SL5 *Develop An Educational Master Plan*—Develop an educational master plan to clarify and refine the College’s educational approach, program and direction. The educational master plan will provide an inventory of existing and a forecast of projected programs and courses. It represents what the college currently offers and what it projects offering in future. The educational master plan will be a driving factor for the facilities master plan.

SL6 *Develop a Student and Learning Support Services Master Plan*—Develop a student and learning support services master plan to clarify and refine the College’s approach to delivering student support services (e.g., counseling, matriculation, financial aid, etc.) and learning support services (library services, tutoring, etc.). The master plan will provide an inventory of existing and a forecast of projected student and learning support services. It represents what the

college currently offers and what it projects offering in future, and will be developed to be consistent with the Educational Master Plan. This plan will also address administrative services, as part of a comprehensive approach to address all the service factors that contribute to student success.

SL7 *Develop Responsive New Programs and Courses*— Enhance approaches for developing *new* programs and courses that respond to changing educational and community needs. (Note that adjusting *existing* programs is addressed by program review, which is covered under OP2.)

SL7.1 **PROGRAM DEVELOPMENT:** Enhance the college's methods for developing new programs and courses, which are needed to reflect changes in the requirements for transfer and to respond to community and workforce needs. Improve methods for gauging changes that affect the college and its students. Examine models used by other educational organizations.

SL7.2 **PROCESS STREAMLINING:** Improve the curriculum approval process for approving new programs and courses. Shorten the development timeline. Address the barriers and steps of the process, for example:

- New programs: Advisory committees, research requirements, the college-district review and approval process, State chancellor's office process.
- New courses: Multiple approving organizations; complex paperwork; CRC and district curriculum committees; district board meeting schedule/process; requirement that courses be listed in the catalog; articulation sign-offs from four-year institutions.

SL7.3 **OPTIONS:** Examine the need for and feasibility of:

- Community service fee-bases courses.
- A course on "emerging technologies", i.e., a generic course with content that changes to respond to new technologies. Use practitioners. Address "minimum qualifications" issue, e.g., by developing a "resource specialist" position (not primary instructor) or guest lecturer. Use a modular approach.
- A course on "Software Solutions"—Develop a partnership with software developers to involve students in developing new software ideas.

SL8 *Enhance Tutoring*—Develop approaches that can enhance tutoring. Options include:

- Aligning tutoring with goals/objectives of instructors.
- Appointing previously successful students from an instructor's course to be tutors in that course.
- Recruiting tutors at the end of the semester.
- Offering tutors credit for tutoring.
- Making training convenient (on-line, tapes, areas).

UNIT-LEVEL STRATEGIES

The following strategies can be implemented through unit initiatives.

SL9 *Ensure Responsiveness in the Educational Modes and Means*—Ensure that CRCs delivery strategies and pedagogical approaches meet the needs of its students.

SL10 *Expand MESA Approach to Additional Subject Areas*—Explore ways to transfer key principles and attributes of the MESA model to other disciplinary clusters. Build on the high levels of success associated with peer and faculty interaction and support. (This is a unit-level initiative with college-level support.) Key attributes include:

- A sense of belonging to a cohort, strong peer support, and collegiality.
- A sense of shared mission and focus.
- Strong external support and contact.
- Tutoring.

MESA's use of a paid program resource staff and dedicated space are important elements of the program. However, these features are costly and are funded through external sources. The intent of this strategy is to encourage the exploration of methods to encourage peer support and a sense of community without relying on additional or external funding.

- SL11 *Create Opportunities for Cross-District Idea Sharing***—Engage faculty across the district in discussions of effective instructional and content models. This will generate new teaching options and help disseminate existing good ideas. Options for implementing this strategy include using meetings of the instructional councils and using email (and eventually Web-based) means of information exchange. An objective of this collaboration would be to continue to ensure consistently high quality of instructional standards across the district and stress to students that quality is uniform across the district.
- SL12 *Provide More Frequent Feedback to Students***—Provide support to facilitate more frequent feedback to students on course progress. The purpose of such feedback would be to allow students to adjust their approach to a course to maximize their chances of success. Feedback should be more frequent than mid-term. Options for providing regular feedback include the micrograde program and the classroom assessment approach. Options for support include student assistants or work-study positions to carry out administrative tasks related to more regular feedback.
- SL13 *Encourage Interdisciplinary Idea Sharing***—Create opportunities for faculty and staff to interact across disciplines to share good ideas. This can range from simple classroom observations to working together on projects.
- SL14 *Improve Success Rates in Targeted Course Types***—Identify the factors that lead to high success rates in basic skills courses and courses required for progress within a course of study. Develop methods for ensuring high success rates for all courses of these types.
- SL14.1 Identify courses with low success rates that are required for progress within a course of study. Identify causes of low success rates and develop and implement solutions.
- SL14.2 Identify basic skills courses with low success rates. Identify causes of low success and develop and implement solutions.

STAFF DEVELOPMENT

The plan recognizes that developing the college's human resources are central to any efforts to increase student learning. The strategies in this area envision staff development as a key part of the college's efforts to support current and emerging college values and objectives. To achieve this, the strategies include developing an institution-wide staff development plan, renewing the orientation programs for all new staff, and devising new staffing strategies. Other important initiatives outline developing individual career plans for staff, creating internship approaches, and increasing the recognition and appreciation of staff.

This section provides the detailed descriptions of the eight staff development strategies. A set of strategic principles, described below, provides overall guidance for the staff development strategies:

Collegewide Strategies

- SD1 Institutional Plan
- SD2 Orientation For New Staff
- SD3 Adequate And Flexible Staffing
- SD4 Career Plans
- SD5 Internships For Future Staff

Unit-Level Strategies

- SD6 Morale
- SD7 Student-Staff-Faculty Interaction
- SD8 Staff Recognition

STRATEGIC PRINCIPLES

The following principles provide a framework for staff development and will serve as criteria for making decisions on staff development activities. In general, the principles envision staff development as the college's efforts to support current or emerging college values or provide resources to build staff's ability to meet the specific objectives of the college. The principles will be reviewed and integrated into the staff development plan developed pursuant to strategy SD1 below.

- Recognize the importance of understanding staff development as involving activities which are sometimes above and beyond staff's ordinary activities given their job descriptions but are often integrated into those activities.
- Recognize the value of staff development activities which contribute to individual goals, but allocate college resources to activities which have broader institutional impact.
- Recognize the importance of, and further develop, a mechanism for ensuring appropriate accountability for those who engage in staff development activities.
- Recognize the importance of staff development for all college employees.

COLLEGEWIDE STRATEGIES

A designated college unit will develop an action plan for implementing the following strategies. The collegewide action plans will provide a framework for coordinating the roles of other units involved in implementing the strategy.

SD1 Create an Institutional Staff Development Plan—Develop a collegewide staff development plan that addresses organizational needs and priorities. The plan will:

- Include and integrate the principles above, including the principle that the college will fund activities that contribute to staff's ability to help meet the specific objectives of the college or staff's ability to support current or emerging college values. This principle serves to align individual, organizational, college, and unit objectives.
- Use a "whole person" approach that addresses health and wellness needs, thereby ensuring that staff are able to perform their jobs optimally (e.g., needs related to an aging workforce and to sedentary work patterns).
- Include all constituencies and all phases of employment (new hires, veteran employees, adjunct faculty).
- Address a full-range of skills and needs including pedagogy, classroom management/disruptive students, content, etc.

SD1.1 INSTITUTIONAL NEEDS: Identify institutional needs. Needs identified during the strategic planning process include:

- Orientation of new hires.
- Cultural competency.
- Instructional effectiveness and innovation.
- Knowledge of emerging occupational fields.
- Distance learning (including training for students).

- Developing the ability to respond to and manage the workplace impacts of social and technological change.
- SD1.2 **OPTIONS:** Develop staff development options to meet identified needs, e.g., classroom training, mentoring, shadowing, internships, etc.
- SD1.3 **INFORMATION DISSEMINATION:** Improve information dissemination to ensure equal access to information on training and development resources and direct people interested in staff development to activities and appropriate sources of support.
- SD1.4 **RESOURCING STRATEGIES:** Develop resources to support staff development, e.g.:
- Providing release time, coverage, and more resources (staff, clerical, technical) to attend staff development meetings/conferences.
 - Partnering with other organizations, e.g., other colleges, state agencies (Department of Personnel Administration).
- SD2 *Provide Orientation for All New Staff*—Offer enhanced and more intensive orientation programs respectively for new faculty, new classified staff, and new administrators.
- SD3 *Develop Flexible and Adequate Staffing*—Develop flexible staffing approaches to better use personnel and create new positions to meeting staffing needs created by growth. Cross-training and flexible staffing approaches can alleviate the barriers of small or one-person offices by creating a larger pool of people capable of staffing such offices. Address the need for technical support across a range of technologies (e.g., explore creating technical support pool so that specialized support is available to all college units and offices, including support for A/V, laser disks, CD-ROM, computer workstations, VCR, audio)).
- SD4 *Develop Individual Career Plans for All Staff*—Create individual development plan for all staff and faculty. Make enrichment suggestions (possibly during the performance review process, but separate from the formal review documents).
- SD4.1 Assess the skill needs of faculty and staff.
- SD4.2 Develop resources options for supporting individual development plans that promote college objectives, for example:

- Ensure adequate resources (release time, coverage, and more resources (staff, clerical, technical)) and time to facilitate staff/faculty learning and innovation.
- Allow faculty and staff to take classes on campus at no cost.
- Provide district staff development/training to meet needs and bring it to the campus/on site.
- Consider removing the \$300 limit for the continuing education reimbursement.
- Partnering with other organizations, e.g., other colleges, state agencies (Department of Personnel Administration).

SD5 Develop Internships for Future Teachers/Counselors/Managers—Create development opportunities for CRC staff whose individual career development goals are to advance within CRC.

UNIT-LEVEL STRATEGIES

The following strategies can be implemented through unit initiatives.

SD6 Improve General Morale—Pay attention to staff morale in general and to the needs of those who may be at risk for “burn out” in particular.

SD7 Encourage Student-Faculty-Staff Interaction—Promote interaction as a support to academic success and to increase cultural awareness and competency.

SD8 Increase Recognition and Appreciation of Faculty and Staff Success—Develop a culture of appreciation and recognize the successes of faculty and staff, both personal and professional. Specific ideas for further discussion include:

- Identifying “experts” within the areas of or colleagues to call on for help.
- Encouraging publication/creative products (e.g., art).

STUDENT AND COMMUNITY OUTREACH

Partnerships will continue to ensure that the college maintains the community relationships that can generate improvements in and support for ongoing and new programs. The student and community outreach strategy area envisions a series of targeted outreach efforts to enhance the college's links with high schools, businesses, agencies, educational partners, and the diverse communities that comprise the service area. Key strategies also include creating a "Cosumnes achievements database" and developing additional external resources to fund the high-priority initiatives of the college.

This section provides the detailed descriptions of the student and community outreach strategies. All of the outreach strategies will be implemented according to collegewide action plans, which will establish a framework for coordinating the roles of other units involved in implementing the strategy.

- SC1 (C) Targeted Multimedia Presentations
- SC2 (C) Achievements
- SC3 (C) High School Outreach
- SC4 (C) Presence In Diverse Communities
- SC5 (C) Business/Agency Partnerships
- SC6 (C) Educational Partnerships
- SC7 (C) External Resources

COLLEGEWIDE STRATEGIES

A designated college unit will develop an action plan for implementing the following strategies. The collegewide action plans will provide a framework for coordinating the roles of other units involved in implementing the strategy.

SC1 *Develop Multimedia Presentations*—Develop targeted multimedia presentations to improve community awareness of CRC and to inform potential students of how to take advantage of CRC services. Develop resource materials that describe the strengths and advantages of the College to key audiences, including all educational goals (transfer, career, etc.) and the unique level of support services offered by CRC. Include the message that "all career paths can start at CRC" including professional careers. These presentations can be used in the outreach efforts outlined in the strategies outlined in this section. Key audiences include:

- Parents (in workplace).

- High school students (e.g., at high school PTA meetings/parents night/college night (team presentation)).
- Employers.
- Re-entry students.
- Cultural/ethnic groups in their first language.
- EDD/one stop.
- Generalized videos to run in a loop on ITFS.

SC2 *Create an “Achievements Database”*—Develop a database of achievements including programmatic successes and faculty, student, and staff achievements. The database can be used by all CRC staff conducting outreach or speaking on behalf of the college.

SC3 *Enhance High School Outreach*—Enhance outreach to high schools to increase awareness of CRC as an option for all educational goals.

SC3.1 CRC TO SCHOOLS: Increase CRC’s presence on high school campuses to encourage students to enroll in the college. Options include:

- CRC student ambassadors to make connections with high school students.
- Office hours at high schools.
- Classes offered at high schools.
- High school internships.

SC3.2 SCHOOLS TO CRC: Develop activities that bring potential students and parents to the campus.

SC4 *Increase Presence in Diverse Communities*—Develop partnerships with key agencies (ethnic/cultural nonprofits) to help develop community connections and ongoing relationships. Options include:

- Participating in cultural festivals (e.g., create a booth).
- Participating in minority chambers of commerce/merchant associations, neighborhood associations.

SC5 *Enhance Business and Agency Outreach and Partnerships*—Expand current and develop new business and agency outreach and partnerships. This will enable

CRC to stay current in anticipating the workforce and educational needs of the community. This strategy includes:

- Strengthening advisory committees.
- Positioning CRC to be a broker between those needing training and the provider network, especially agency providers.
- Participating in regional and economic development organizations to influence policy decisions that affect the college.

SC6 *Maintain and Enhance Educational Partnerships*—Develop and improve partnerships between CRC and educational institutions' programs to provide seamless articulation for CRC students to 4-year institutions.

SC7 *Develop External Resources*—Focus resource development activities on seeking funds for implementing the high-priority strategies and initiatives of the college, including:

- Seeking external grants.
- Developing a college foundation to pursue mission of the college (target subject/program scholarships).

LEARNING ENVIRONMENT

The college's learning environments—including its buildings, social spaces, equipment and informational technologies—are a central element of its strategy for success. The learning environments strategy area focuses attention on ensuring adequate levels of traditional and innovative instructional technologies. Other strategies include developing a facilities master plan and creating a comprehensive approach to distance learning.

This section provides the detailed descriptions of the four learning environment strategies. All of the learning environment strategies will be implemented according to collegewide action plans, which will establish a framework for coordinating the roles of other units involved in implementing the strategy.

LE1 Adequate Instructional Technology

LE2 Facilities Master Plan

LE3 Distance Learning

LE4 Transportation To Campus

COLLEGEWIDE STRATEGIES

A designated college unit will develop an action plan for implementing the following strategies. The collegewide action plans will provide a framework for coordinating the roles of other units involved in implementing the strategy.

LE1 Ensure Adequate Instructional Technologies—Identify, evaluate, develop, and support adequate informational and instructional technologies. Provide adequate support staff to assist in the effective use of instructional technologies.

LE1.1 "TRADITIONAL" TECHNOLOGIES: Provide adequate "traditional" technologies and equipment for all disciplines (e.g., laboratory spaces, microscopes, welding equipment, and art materials, etc.).

LE1.2 INFORMATION TECHNOLOGIES: Provide adequate information and communication technologies and equipment. Review/consider items including, but not limited to:

- Building out the campus fiber optic backbone.
- Building a wireless network to allow use of handheld devices.
- Expanding multimedia classroom availability and capability.

- Developing IT infrastructure to support live interactive courses (e.g., servers, computer equipment, on-line support services, adequate internal technical support, on-line and in-person).

LE1.3 SUPPORT STAFF: Ensure adequate staffing to support instructional technologies.

LE2 *Develop A Facilities Master Plan*—Develop a comprehensive Facilities Master Plan to meet the needs of current and emerging programs, based on the educational master plan (SL5) and the student and learning support services plan (SL6). Review and evaluate campus projects including, but not limited to:

- Increasing instructional space.
- Finishing the Athletic Community Center
- Completing the theater's phase II.
- Increasing laboratory space (chemistry, photography, etc.).
- Increasing computer/information science laboratory space for students.
- Creating a student gathering space (e.g., a student union) to encourage a sense of college community, provide a space for informal staff-student interaction, facilitate group learning, provide space for meetings, groups and cultural activities, etc., (e.g., a student center encompassing a multicultural center and including student services, financial aid, and coffee shop).
- Creating a multi-cultural center. [Developing a multi-cultural center was suggested in both the organizational processes group and in the learning environment group. The learning environments group linked the multicultural center concept to a general student gathering space concept. The idea of a multi-cultural center and how it relates to providing a general student gathering space should be discussed in the facilities master planning process.]
- Providing adequate faculty office space, including space for part-time faculty.
- Improving access to student health services.
- Focusing on improvements to the library to create a place for student interaction, meetings, down time between classes, etc.
- Enhancing instructional space to create a more "professional" environment with moveable tables, chairs for flexibility in use of space including tables with voice/data, network connections rather than chairs with built-in desks—"pupil" atmosphere.
- Ensuring adequate departmental office space.
- Improving the aesthetics of the campus.
- Developing a student services space.

- Upgrading the campus bookstore.
- Addressing access issues: lighting, signage, ramps (wheel chair), safety.

LE3 Develop a Comprehensive Distance Learning Approach—Develop a comprehensive approach to distance learning. Consider issues including but not limited to:

- Providing a comprehensive distance education portfolio.
- Expanding weekend cable offerings.
- Evaluating methods for using distance education to:
 - Reach/enroll students beyond our current boundaries;
 - Offer a greater variety of course offering times; and
 - Offer complete degree programs.

LE4 Enhance Transportation Access—Collaborate with local agencies (RT, City) to improve traffic and transportation service to and from CRC. Consider a CRC shuttle to improve transit access.

ORGANIZATIONAL PROCESSES

This strategy area includes strategies aimed at enhancing the college's ability to use information in effective ongoing decision-making processes. Key strategies in the organizational processes strategy area include ongoing refinement of strategic planning, strengthening program review, enhancing internal communications, and building a culture of trust, respect and problem solving.

COLLEGEWIDE STRATEGIES

A designated college unit will develop an action plan for implementing the following strategies. The collegewide action plans will provide a framework for coordinating the roles of other units involved in implementing the strategy.

OP1 Develop and Maintain an Effective, Ongoing Strategic Planning Process— Develop and maintain a strategic planning process that:

- Regularly updates the plan in light of changing circumstances.
- Integrates and links program review, curriculum development, accreditation and budgeting.
- Is meaningful and useful for people throughout the college.
- Includes opportunities for widespread college participation and input.
- Helps create and sustain a "culture of evidence" to guide the future direction of the college, including a blame-free culture where people are encouraged to innovate, evaluate and disseminate results, and value successes.
- Ensures accountability and institutionalization of the processes and outcomes of key change initiatives, for example, ad hoc committees—create an "institutional memory" so that we learn from our experiences.
- Ensures alignment and coordination between strategic planning and existing administrative and shared governance units and processes.

OP2 Strengthen the Program Review Process— Revise program review to include strategic goals and directions; short- and long-term goals; and budget, personnel and facilities implications. Ensure that program review results are tied to implementation, whether through unit-level actions or actions requiring budget decisions. Add objective and external components to program review process (e.g. CSU, other community colleges, and employees).

OP3 Conduct Process Improvement Efforts— Review and improve CRC processes to ensure procedures are efficient, streamlined and well understood by staff. An example identified during the strategic planning process was to allow students to

order their books at the same time they register and have these packaged for easy pick-up. Other options in this area include:

- Conducting a review of operational procedures, for example, by hiring an outside consultant.
- Creating standard operating procedures and place in an organized, centralized, searchable database.
- Establishing dissemination (routing) and implementation procedures for new operating procedures.
- Developing a CRC paper reduction act to streamline the flow of materials.

OP4 Establish Electronic Forums—Establish an electronic bulletin board and/or Listserv to facilitate collegewide dissemination of information and issues. Provide training for staff in the use of the system.

OP5 Improve CRC's Internal Communications—Continue to explore effective communication between all CRC constituencies about organizational processes and opportunities:

OP5.1 STUDENTS: Use effective communication channels for students. For example, classroom posters can be more effective than brochures. Consider establishing a searchable database for students.

OP5.2 CONSTITUENCIES: Provide a more systematic reporting of executive council decisions and discussions to constituencies.

OP5.3 ADJUNCT FACULTY: Integrate part-time faculty into the email, information and voice mail system.

OP5.4 GENERAL: Expand access to campus publications (health grapevine, campus bulletin, etc.)

OP6 Integrate Student Services and Instruction—Develop more effective processes to link instruction with services to ensure that students are efficiently linked to the resources they need to succeed. A critical component of this is to continue to develop and integrate crises intervention.

OP7 Enhance Participation in Shared Governance—Strengthen and improve participation in shared governance. Identify and rectify barriers to the

participation of all constituencies, for example, providing job coverage or compensation for staff to participate on committees. Using flex days may be an option for addressing barriers to participation.

UNIT-LEVEL STRATEGIES

The following strategies can be implemented through unit initiatives.

OP8 *Sustain a CRC Culture of Trust, Respect, Engagement and Problem-Solving—* Develop a campus climate where people feel respected and part of the campus community.

OP8.1 **CULTURAL COMPETENCE:** Provide information, guidance, and resources to support the development of cultural competence throughout the CRC community.

OP8.2 **INNOVATION SUPPORTS:** Nurture practices and establish institutional structures to facilitate and promote teaching and learning innovation, including a “blame free” culture and resources to support the institutionalization of successful innovations.

OP8.3 **INTERACTION OPPORTUNITIES:** Increase opportunities for staff to participate in activities that support CRC values (i.e., opportunities to work and play together). An example is at flex days where campus operations are closed so that the sessions can include all staff.

OP8.4 **TRAINING AND INFORMATION:** Provide conflict resolution training campus-wide. Integrate “true” IBA in the campus culture.

OP8.5 **BUDGET PROCESSES:** Develop a sense of trust and collaboration in budgeting so that departments and constituencies are oriented toward common goals.

[See also *SD8—Increase Recognition and Appreciation of Faculty and Staff Success*, which is a unit-level strategy related to *OP8—Sustain a CRC Culture of Trust, Respect, Engagement and Problem-Solving*.]

V. IMPLEMENTATION

The strategic will be implemented in two ways. First, the goals and objectives of the plan will serve as criteria for the development and evaluation of new proposals. As new initiatives are developed, their potential to improve these outcomes will be evaluated. New proposals will also continue to be reviewed against the college's existing resource allocation protocols for budget, facilities, staffing, and other decisions.

The plan's strategies will be implemented through a series of action plans developed by the College's instructional and student service areas, shared government committees and college administrative offices. The action plans will integrate and balance the plan's new initiatives with the ongoing programs and activities of the departments and units that carry out the institution's mission.



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